

Tamassee-Salem Middle

4 Eagle Lane
Salem, SC 29693

Grades	6-8 Middle School	
Enrollment	110 Students	
Principal	Steve M.R. Moore	864-886-4545
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

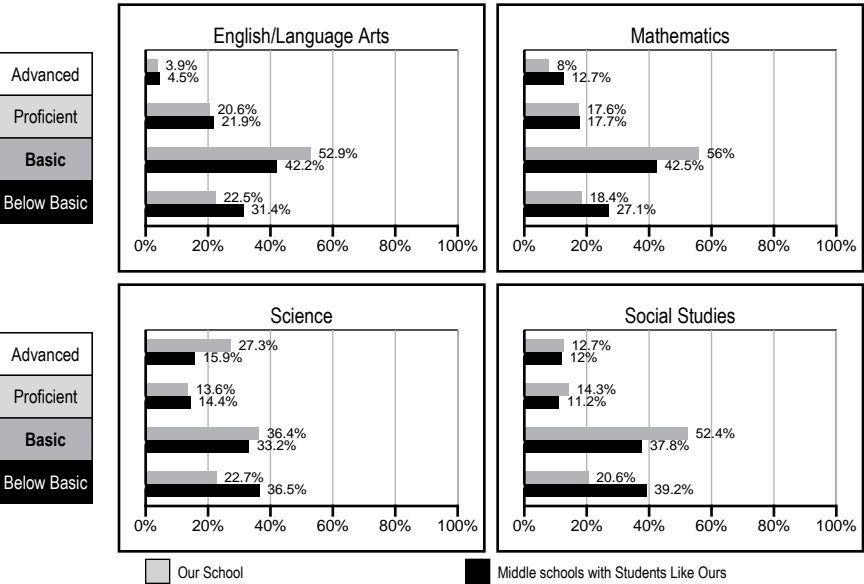
Percent of students tested in 2007-08 whose 2006-07 test scores were located 93.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	32	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	91.3	97.1
English 1	0	95.2
Physical Science	0	76.9
All Subjects	91.3	96.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=110)				
Students enrolled in high school credit courses (grades 7 & 8)	62.0%	Up from 51.0%	19.2%	19.4%
Retention rate	0.0%	Down from 1.5%	1.6%	1.8%
Attendance rate	95.0%	Down from 96.0%	95.9%	95.8%
Eligible for gifted and talented	3.6%	Down from 7.2%	16.9%	15.3%
With disabilities other than speech	31.3%	Up from 26.8%	14.3%	12.9%
Older than usual for grade	1.8%	Up from 1.5%	3.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Down from 6.8%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	0.0%	N/A	53.4%	55.0%
Continuing contract teachers	100.0%	N/A	73.8%	70.6%
Teachers with emergency or provisional certificates	0.0%	N/A	5.4%	5.4%
Teachers returning from previous year	N/A	N/A	84.4%	83.4%
Teacher attendance rate	94.8%	Up from 94.2%	94.8%	94.9%
Average teacher salary	N/A	N/A	\$44,220	\$44,706
Professional development days/teacher	9.9 days	Down from 14.8 days	11.5 days	11.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 18.6 to 1	19.6 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.1%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.8%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$5,831	Up 7.0%	\$6,993	\$7,097
Percent of expenditures for instruction*	N/A	N/A	64.8%	64.4%
Percent of expenditures for teacher salaries*	61.5%	Up from 58.7%	60.1%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

School Year 2007-08 has brought opportunity of change for faculty, staff, parents and students. Focus on developing the culture of a learning community where everyone has a stake in the success of our students and school has been an emphasis with major emphasis on student achievement and success.

Student success in academics, arts and athletics has been at the forefront of our mission to develop self-confident learners. Students have been identified to participate in academic programs for assistance while others have had the opportunity to participate in an accelerated program through the SC Virtual School Program. Student results for meeting state standards and our goals for achievement are within the grasp of our young people.

Our faculty continues its efforts of Professional Growth with teachers participating in national and state level conferences. Five teachers are currently working to advance their degrees and hope to have their Master's Degree in Education by Spring 2009.

With the assistance from our School Improvement Council, we have reviewed data, school procedures and the goals which we believe we will accomplish. The SIC has been active in reviewing school progress, data, goals and participating in Parent Advisory meetings. The SIC worked to reestablish the Parent, Teacher, Student Advisory program. With much accomplished the SIC applied for the Dick and Tunky Riley Award sponsored by the State SIC. While TSMHS did not receive the award, much ground work has been laid for future accomplishments.

We are very proud of the achievements of our students, faculty and staff. This year we were recognized as being "One of the Nations Best High Schools" by US News & World Report. We also achieved the status of having the 3rd Highest SAT average for high schools in the state. We look forward to continued success of our students as we prepare them for the global world of career opportunities.

Steve M.R. Moore, Principal

Our School Improvement Council serves as an advisory committee to Mr. Moore and the faculty. Our focus is to bring together parents and community members to collaborate on the academic and social development of all students. I would like to thank our current council. We have worked hard this year meeting on a monthly basis and discussing important issues that we need to face. We encourage parents to become involved. Everyone has something to contribute.

Kym Alexander, Chairperson
The School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	29	16
Percent satisfied with learning environment	91.7%	89.3%	87.5%
Percent satisfied with social and physical environment	100.0%	96.6%	87.5%
Percent satisfied with school-home relations	72.7%	100.0%	87.5%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		0.0%	6.8%
		Our School	State Objective
			Met State Objective
Classes not taught by highly qualified teachers		0.0%	0.0%
Student attendance rate		95.0%	94.0%
			Yes
* Or greater than last year			

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	110	99.1	21.8	53.5	20.8	4	39.6	50.9	48.2	Yes	Yes
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Gender

Male	64	100	24.6	60.7	14.8	0	32.8	43	41.7	N/A	N/A
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Female	46	97.8	17.5	42.5	30	10	50	59.3	55	N/A	N/A
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Racial/Ethnic Group

White	106	99.1	21.6	53.6	20.6	4.1	40.2	54.1	60	Yes	Yes
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African American	2	I/S	I/S	I/S	I/S	I/S	I/S	35.4	31.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	39.2	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
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Disability Status

Disabled	35	97.1	38.7	51.6	9.7	0	16.1	16.1	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	67	98.5	30	53.3	15	1.7	33.3	38.8	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	110	99.1	12.9	61.4	18.8	6.9	44.6	50.9	45.8	Yes	Yes
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Gender

Male	64	100	9.8	68.9	16.4	4.9	41	51	45.6	N/A	N/A
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Female	46	97.8	17.5	50	22.5	10	50	50.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	106	99.1	13.4	61.9	18.6	6.2	44.3	54.9	59	Yes	Yes
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African American	2	I/S	I/S	I/S	I/S	I/S	I/S	28.4	26.9	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
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Disability Status

Disabled	35	97.1	25.8	58.1	16.1	0	25.8	21.6	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	67	98.5	16.7	63.3	18.3	1.7	41.7	38.3	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	70	100	22.7	36.4	13.6	27.3	40.9	35.1	35.7	95	96.3
Gender											
Male	43	100	19	38.1	14.3	28.6	42.9	37	37.4	95.1	96.3
Female	27	100	29.2	33.3	12.5	25	37.5	33.1	33.8	94.9	96.2
Racial/Ethnic Group											
White	66	100	22.6	35.5	14.5	27.4	41.9	38.8	49.2	95.1	96
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	15.8	17	95.6	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	50	58	93.9	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	95	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
Disability Status											
Disabled	20	100	36.8	42.1	10.5	10.5	21.1	11.9	14	94.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	N/A	97.3
Socio-Economic Status											
Subsidized meals	44	100	29.3	39	12.2	19.5	31.7	24.2	21.1	94.5	95.7
Social Studies											
All Students	69	100	20.6	52.4	14.3	12.7	27	33.5	34	95	96.3
Gender											
Male	42	100	23.1	51.3	12.8	12.8	25.6	37.6	36.6	95.1	96.3
Female	27	100	16.7	54.2	16.7	12.5	29.2	29.1	31.3	94.9	96.2
Racial/Ethnic Group											
White	67	100	21.3	50.8	14.8	13.1	27.9	35.9	44.5	95.1	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	95.6	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	93.9	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	95	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
Disability Status											
Disabled	26	100	30.4	47.8	13	8.7	21.7	15.8	14.4	94.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	N/A	97.3
Socio-Economic Status											
Subsidized meals	40	100	25	58.3	11.1	5.6	16.7	22.6	21	94.5	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	31	100	21.4	46.4	25	7.1	32.1
	7	51	100	32.6	39.1	26.1	2.2	28.3
2008	8	51	100	40.4	38.3	21.3	0	21.3
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	30	100	25	50	21.4	3.6	25
2008	7	30	100	28.6	42.9	21.4	7.1	28.6
	8	50	98	15.6	62.2	20	2.2	22.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	31	100	10.7	46.4	28.6	14.3	42.9
	7	51	100	19.6	56.5	19.6	4.3	23.9
2008	8	51	100	36.2	57.4	2.1	4.3	6.4
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	30	100	7.1	60.7	25	7.1	32.1
2008	7	30	100	14.3	42.9	25	17.9	42.9
	8	50	98	15.6	73.3	11.1	0	11.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	16	100	20	46.7	0	33.3	33.3
	7	51	100	39.1	34.8	21.7	4.3	26.1
2008	8	26	100	60.9	30.4	8.7	0	8.7
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	15	100	28.6	35.7	14.3	21.4	35.7
2008	7	30	100	17.9	42.9	7.1	32.1	39.3
	8	25	100	25	29.2	20.8	25	45.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	15	100	15.4	15.4	23.1	46.2	69.2
	7	51	100	39.1	41.3	10.9	8.7	19.6
2008	8	25	100	33.3	66.7	0	0	0
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	15	100	0	28.6	28.6	42.9	71.4
2008	7	30	100	25	60.7	7.1	7.1	14.3
	8	24	100	28.6	57.1	14.3	0	14.3

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample